

National Partnership Program Dioceses of Wilcannia-Forbes, Wollongong and Lismore

Workshop 1:
Reflecting on learning and
leadership in our schools

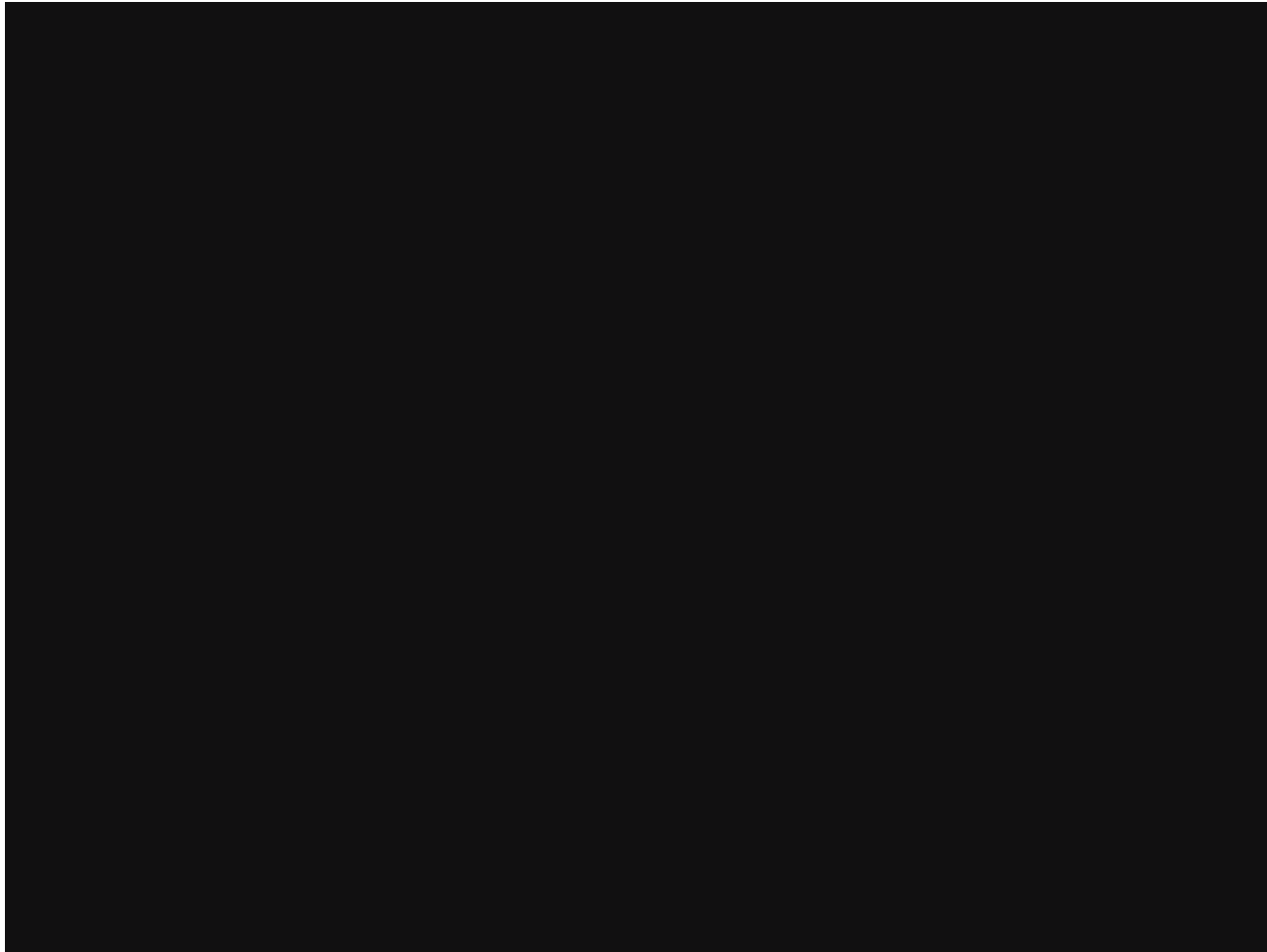


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A change of paradigm doesn't come easy!



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The five big questions

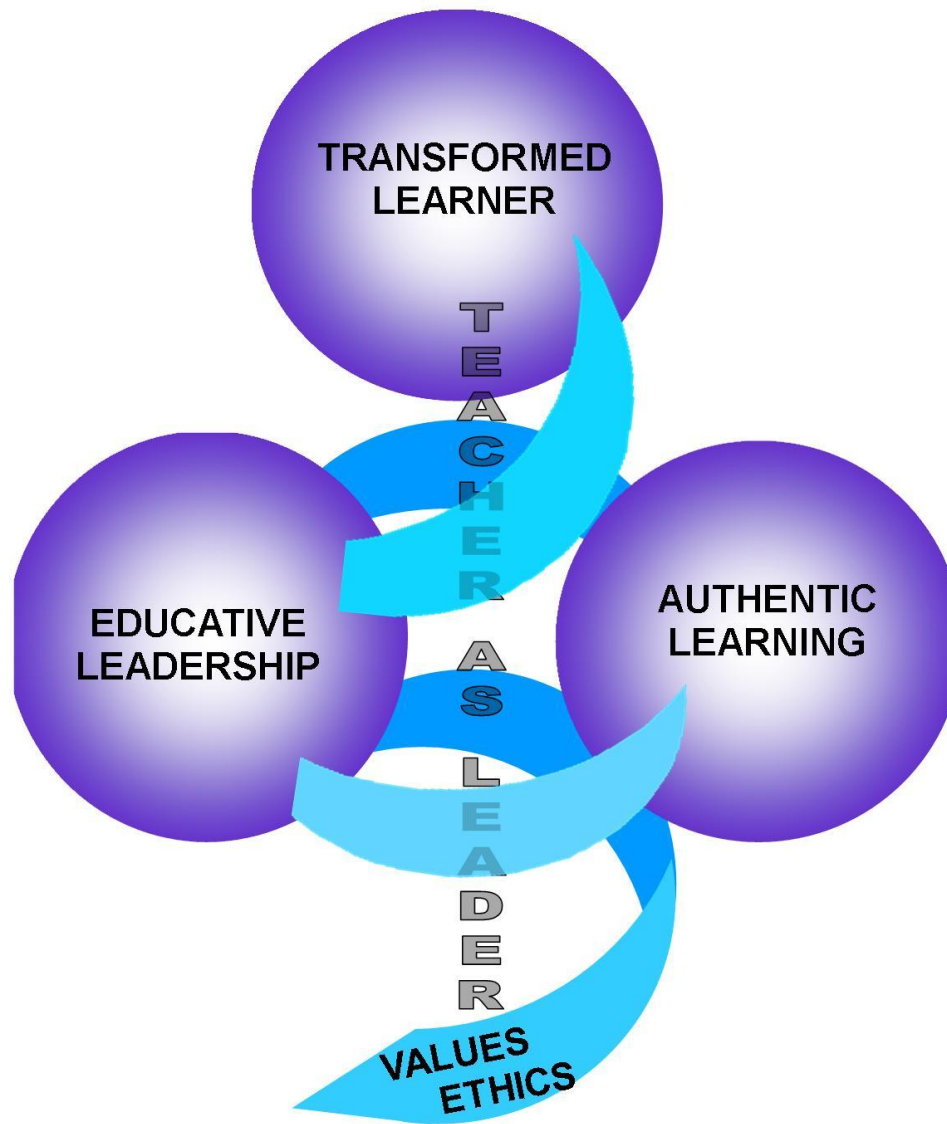
- *What do we stand for?*
- *What do we want to achieve?*
- *What does good learning look like?*
- *How do we lead in good Catholic schools?*
- *How does this all come together?*



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LTLL model: Mark 2



Leaders Transforming Learning and Learners Conceptual Framework
19/7/07



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What we want to achieve: The transformed learner

- Based on our values and ethics in action, we promote authentic learning with the hope that our students will become transformed by their experience in a Catholic school into fuller, richer, deeper human beings.



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Reflection

- What does it mean to be a “fuller, richer, deeper” human being? Give some examples.



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What we stand for: Values

Our values shape our behaviours. If we genuinely hold particular values, they should be visible in what we do in schools and how we do it.

Different schools may choose to name different values as central to their activities.



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Reflection

- Name a few of the values that you would see as fundamental in shaping what you do in your school.



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What we stand for: Ethics

Ethics are the norms and virtues by which members of a community bind themselves to a moral way of living. They provide a way of discriminating among competing values. Starratt (2004) suggests that they are maps that we consult only when the familiar terrain we are traversing becomes a tangle of underbrush. Duignan et al (2003) found that for leaders of service organisations, the choice was often between two “goods” rather than a “good” and a “bad”.



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Reflection

- What are some ethical dilemmas you face in day to day life in your school?
- How do you resolve them?



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Standing for something

- Jason Clark, *Minds at Work*
- How do we measure up to Jason's challenge?



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How we lead in good Catholic schools : Educative Leadership

Educative leadership is understood as the capacity to influence others in order to enhance student learning. Research has identified a number of key features which distinguish good educative leadership.



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Reflection

- In what kinds of behaviours do good educative leaders engage?



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What good learning looks like: Authentic Learning

Authentic learning is the very heart of the enterprise in Catholic schools. Authentic learning touches the “trajectories” of the lives of students. It is the most profound manifestation of the moral purpose which is captured in the school’s vision of transformed learners.



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Reflection

- What would you say are the qualities of truly authentic learning experiences?

Hold on to your list for later!



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Bringing it all together : Teacher as Leader

The quest to transform the learning of students challenges teachers to engage in leadership in new and more authentic ways. It is through the actions of teachers living out their values and ethics as educative leaders, and in the provision of authentic learning for students that this transformation will take place.



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Reflection

- What would we see in schools where teachers are acting as leaders?



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How it came together at St. Phillip Neri

- A discussion about using LTLL.



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The consequences of bad learning experiences!



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